



# Bluefield State

C O L L E G E

## Hiring Guide

*A Handy Guide for Hiring Supervisors and  
Search Committees*



February 2022

Prepared by the Office of Human Resources

in Collaboration with Representatives from:  
Various Institutional Offices

And in Consideration of:  
Input from Faculty and Staff who have Participated in the Hiring Process

# INTRODUCTION

The information provided in the Bluefield State College (BSC) *Hiring Guide* is intended to be used as a reference and procedural guide for the recruitment and hiring process of regular positions at BSC involving a search committee, per BSC Board of Governors (BOG) Policy No. HR-713, Hiring Policy. The general information in this guide should not be construed to supersede any law, rule, or policy. In the case of any inconsistencies, the statutory and regulatory provisions shall prevail.

The *Hiring Guide* is not an implied or expressed employment contract. This document contains guidelines rather than policies, and it may be subject to change at any time. BSC makes a good faith effort to communicate changes to our employees. However, employees should review actual policies, statutory and regulatory provisions periodically for changes.

The procedures discussed within this guide apply to faculty and staff positions in which a search committee is appointed to assist hiring officials in the recruitment and selection of faculty and staff positions. This guide will take you through the search process. If you require additional assistance, please contact your respective supervisor or:

Office of Human Resources  
219 Rock St.  
Bluefield, WV 24701  
Phone: 304-327-4013  
Email: [Humanresources@bluefieldstate.edu](mailto:Humanresources@bluefieldstate.edu)

The BSC Office of Human Resources welcomes suggestions concerning the *Hiring Guide*. Please send any suggestions to [humanresources@bluefieldstate.edu](mailto:humanresources@bluefieldstate.edu).

*Bluefield State College is an HBCU, AA/EOE/ADA employer, committed to the principle that minorities, women, veterans, and individuals with disabilities are encouraged to apply. The college complies with all applicable federal and state laws designed to promote equal educational and employment opportunities.*

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# PURPOSE

Bluefield State College is committed to attracting and developing the best talent. This *Hiring Guide* is designed for hiring supervisors as an overview to steps in the hiring process to fill “regular” positions (please refer to Hiring Policy No. HR-713: *Hiring Policy*), and for the faculty and staff members who serve on search committees. It serves as a handy reference manual for those involved in the search process, and it provides search committee members with guidance for performing the tasks with which the search committee is charged.



The College is an equal opportunity institution, which recruits, employs, professionally develops, and promotes based on merit and business needs, not on race, color, religion, creed, political belief or affiliation, sex, national origin, age, mental or physical disability, genetic information, sexual orientation, marital status, gender identity and expression, and veteran status as protected characteristics, or on any other status or condition protected by applicable federal or state law, except where a bona fide occupational qualification applies. BSC is committed to attracting and developing the best talent in an environment free from discrimination.

The hiring principles of BSC’s search process include:

- To recruit highly qualified candidates, matching the qualifications of the candidates to the job-related needs and expectations of the hiring departments;
- To attract diverse representation of qualified candidates in applicant pools;
- To ensure equitable and unbiased treatment of all candidates in the recruitment and hiring process in accordance with BSC policies and state and federal law;
- To affirm that every budgeted vacant position is critical to the respective department and to the College;
- To expedite the appropriate hiring of qualified candidates into budgeted vacant positions;
- To support fairness and integrity in the search process;
- To emphasize and respect the importance of confidentiality with all aspects of the search, to include during the search and after the search process has concluded; and
- To make good-faith efforts to select the most qualified candidates regardless of race, color, religion, creed, political belief or affiliation, sex, national origin, age, mental or physical disability, genetic information, sexual orientation, marital status, gender identity and expression, or veteran status.

# GETTING STARTED

## FIRST STEPS

For Hiring Supervisors, the search process that applies to all “regular” faculty, classified staff and nonclassified staff positions begins with two easy steps.

### The immediate Hiring Supervisor:

1. Develops or updates the position description (for staff positions).
2. Submits to their Supervisor a completed “Advertising Request Form” that, in general:
  - Identifies the job to be posted
  - Indicates where to advertise the position
  - Recommends the search committee members
  - Begins the routing process to obtain institutional approval signatures
  - Attaches to the Request the following:
    1. A current job description, and
    2. A draft job vacancy announcement/advertisement



**Note:** In general, BSC forms referenced in this Guide are available on the Office of Human Resources website at <https://www.bluefieldstate.edu/resources/human-resources> unless otherwise indicated.

### The immediate Hiring Supervisor will start the search process by:

**Developing/Reviewing/Updating the Position Description** – The first and most important step in the hiring process is the development, review and/or updating of the position description by the hiring supervisor. The position description can be used to identify the knowledge, skills and competencies necessary as well as to describe the essential job duties of the position.



The information in the position description will be used in the recruitment process to develop a job vacancy announcement advertising the vacancy, attract a pool of qualified applicants, and in the screening process as a basis on which to evaluate these applicants. Appropriate attention to producing an accurate job description will facilitate every other task in the hiring process. Position description forms for Classified and Nonclassified Staff positions are available at <https://www.bluefieldstate.edu/resources/human-resources/forms>.

**Developing the Job Vacancy Announcement** – The job vacancy announcement should clearly

describe the position's core responsibilities, the required minimum qualifications, any preferred qualifications, contain information regarding how to apply, and include an appropriate BSC EO/AA statement, such as: "Bluefield State College is an HBCU, AA/EOE/ADA employer, committed to the principle that minorities, women, veterans, and individuals with disabilities are encouraged to apply. The college complies with all applicable federal and state laws designed to promote equal educational and employment opportunities. Bluefield State College does not provide H1B visa or employment sponsorship." Please send the draft Job Vacancy Announcement in a Word document to [humanresources@bluefieldstate.edu](mailto:humanresources@bluefieldstate.edu).

- Examples of current BSC job vacancy announcements may be found at <https://bluefieldstate.edu/resources/human-resources/jobs>.

**Recommending a Search Committee** - A search committee is to consist of a minimum of three members, preferably with members selected knowledgeable and/or familiar with the vacant position's duties and responsibilities. One member of the committee will be assigned the responsibility of Chair. Its members should be able to provide a variety of perspectives on the role and function of the position in question, and evaluate candidate qualifications appropriately.

The search committee is to consist of diverse representation, including African American representation. A diverse representation for purposes of this guide is defined as those with



differences based upon race, gender, age, ability, ethnicity and employment status. Search committees receive guidance from the Office of Human Resources and the Affirmative Action Officer or designee regarding relevant laws and regulations as well as BSC's search procedures. Federal and state equal employment opportunity laws provide a foundation for the search committee's work. Please see summaries of legal references in the "Policy and Regulatory References" section of this *Guide*.

**Establishing Search Committee Objectives** – The search committee serves in an advisory capacity to the Hiring Supervisor throughout the search process. After the job vacancy has been posted, the Hiring Supervisor should provide the committee with information about the position as indicated in the job vacancy announcement, suggest a proposed timeline for the committee to make its final recommendations, and address position-related questions as may be appropriate to aid the committee with their task.

## SEARCH ACTIVITY OVERVIEW

After the "Advertising Request Form" has received approval, the next steps involve an on-going collaboration between the Hiring Supervisor, the Search Committee, the Office of Human Resources, and the Vice President or senior Cabinet-Level supervisor within the reporting area as appropriate. In general, the process advances as follows:

- A. The Hiring Supervisor and Office of Human Resources finalize the Job Vacancy Announcement (JVA content is based upon the most current, validated job description for classified and nonclassified staff positions).



- B. The Office of Human Resources posts the Job Vacancy Announcement. The Office of Human Resources will place advertisements according to the hiring department's request and in accordance with BSC's hiring policy. Advertising costs and obtaining necessary approvals is the responsibility of the hiring department.
- C. The Search Committee Chair and Members "self-conduct" the initial Search Charge, then sign a search committee acknowledgement form which the Chair delivers to the Office of Human Resources.
- D. During the period of advertisement, an Applicant Pool is formed.
- E. On behalf of and in collaboration with the Search Committee, the Search Committee Chair submits a screening tool and job-related interview questions to the Vice President for Human Resources/Affirmative Action Officer (AAO) for review and approval.
- F. For classified and nonclassified positions, an initial pre-screening of applications is conducted collaboratively by the Hiring Supervisor and a member of the Office of Human Resources to determine applicants who meet Minimum Required Qualifications. Applicants who do not meet Minimum Required Qualifications for classified and nonclassified positions will not be referred to the search committee. This initial pre-screening saves time for the search committee by allowing them to evaluate qualified candidates for the respective position.
- G. After Minimum Required Qualification determinations have been made, and after the screening tool and interview questions have received AAO approval, applications are released electronically to the search committee for review.
- H. The search committee reduces the applicant pool to a "short list" and proposes to Hiring Supervisor those candidates recommended for interview. This may involve a two-step process if the committee opts to conduct telephone or videoconference interviews prior to recommending campus interviews.
- I. After obtaining Hiring Supervisor approval (and approval of respective Vice President or Cabinet-Level supervisor), the Search Committee will interview final candidates on campus, then submits hiring recommendations with valid, job-related justifications to Hiring Supervisor.
- J. Hiring Supervisor consults with respective Vice President or Cabinet-Level supervisor, and determines hiring decision, subject to approval of the respective Vice President or senior Cabinet-Level supervisor, and may include obtaining the concurrence of the President, depending upon the circumstances.
- K. Hiring Supervisor requests Office of Human Resources to conduct references and background check on finalist(s). Information received is provided to the Hiring Supervisor. Hiring Supervisor and respective Vice President or Cabinet-Level supervisor finalize hiring decision, and conducts next steps with the Office of Human Resources.
- L. *Conditional* offers of employment may be extended verbally by the President or his/her designee in certain circumstances. In such instances, usually at least three satisfactory references have been obtained by BSC while the background results are waiting to be received. Conditional offers are verbal, and are conditional pending receipt of satisfactory references and a satisfactory background check. At the discretion of the President, conditional offers may also be extended by the President's designees as follows:



- a. Classified staff positions - Offers are extended by the Office of Human Resources.
- b. Nonclassified positions - Offers are extended by the Office of Human Resources or other designee of the President's.
- c. Faculty positions – Offers may be extended by the Provost as the President's designee, in accordance with institutional hiring-related provisions, and may also be extended by the Office of Human Resources. Offers extended by the Provost are to be coordinated in a timely manner with the Office of Human Resources.

## SEARCH TIMELINES ESTIMATED

The table below outlines *estimated* time frames for filling various positions through search procedures. Actual timeframes are to be determined and monitored by the Hiring Supervisor and the Search Committee Chair throughout the search process.

POSITION	ADVERTISING TIME	SEARCH PROCESS BY COMMITTEE & HIRING SUPV	TIME FRAME FOR STARTING NEW POSITION	TOTAL TIME TO FILL
Classified and Nonclassified Staff Positions	2-4 weeks	1-6 weeks	2-4 weeks	1-4 months
Directors	4-6 weeks	2-6 weeks	2-4 weeks	2-4 months
Faculty	4-6 weeks	1-3 months	1-2 months	3-8 months
Vice Presidents	1-2 months	1-3 months	1-3 months	3-8 months

## SEARCH COMMITTEES

The Search Committee serves in an advisory capacity to the Hiring Supervisor, making valid recommendations regarding candidate selection or non-selection. Decision-making authority rests ultimately with the Hiring Supervisor, the respective Vice President or Cabinet-Level supervisor, and may include the President. [Note: In this *Guide*, if the immediate supervisor is not a Vice President or Cabinet-Level supervisor, the immediate supervisor must obtain the approval of the respective Vice





President or Cabinet-Level administrator regarding any actions associated with the search process.]

## SEARCH COMMITTEE CHAIR DUTIES

The Search Committee Chair has the very important role of serving as the Committee's confidential contact with the Hiring Supervisor and with the Office of Human Resources throughout the search process. The Search Committee Chair will:

- Perform the steps to receive/self-conduct the search charge. Confirm search committee members have received the search charge, then deliver the search committee responsibilities acknowledgement form signed by all search committee members to the Office of Human Resources.
- Serve as liaison between the Committee, the Hiring Supervisor, and the Office of Human Resources, providing updates and sharing information regarding the progress of the search.
- Provide oversight for committee tasks, committee member responsibilities and deliberations. This includes scheduling and chairing search committee meetings, adhering to search procedures, maintaining compliance with relevant policies and regulations, and adhering to confidentiality expectations.
- Keep the search process on track, including timeframes as suggested by the Hiring Supervisor.
- Ensure that proper records are kept of all committee meetings & interview activity.
- Correspond with semifinalists.
- Coordinate or perform administrative and logistical tasks associated with the search.
- Serve as lead host for candidates on campus.
- Coordinate the efforts of all Committee Members.
- Perform all duties of regular committee members.
- Perform other search-related duties as requested by Hiring Supervisor.
- Discuss with the Hiring Supervisor the Committee's recommendations and the valid, job-related rationale for those recommendations. Document valid reasons for selection and non-selection on behalf of the Committee, and properly complete appropriate paperwork in a timely manner to advance the written recommendation(s) for hire to the Hiring Supervisor.
- Collect all search-related documents from each committee member at the close of the search, making sure each committee member has signed their respective documents, and deliver hard copies (paper format) to the Office of Human Resources on or before the time the search committee's written recommendation for hire advances to the Hiring Supervisor. Note: It is important that each committee member signs their respective notes prior to the Chair collecting them.



## SEARCH COMMITTEE MEMBER DUTIES

The Search Committee Members will assist the Search Committee Chair to formulate the

committee's recommendations that will be offered to the Hiring Supervisor. The members will:

- Perform the steps to receive/self-conduct the search charge. Sign the search committee responsibilities acknowledgement form.
- Attend all scheduled search committee meetings.
- Review all materials.
- Screen applicants.
- Participate in the recommendation processes.
- Host candidates.
- Participate in the interview process.
- Assist the Chair with search-related tasks and responsibilities, such as adhering to search procedures, maintaining compliance with relevant policies and regulations, and adhering to confidentiality expectations regarding all search committee proceedings and discussions.
- Collect member-specific search-related documents and turn them in to the Chair at the conclusion of the search process, making sure the respective search committee member has signed their respective documents (i.e. interview notes).
- Perform other search-related duties as may be requested by chairperson.



## SEARCH COMMITTEE PROCEDURES

1. **Equal Opportunity and Affirmative Action** - Bluefield State College, recognizing that equality of opportunity is a fundamental goal in a democratic society, commits itself to incorporate an equal opportunity/affirmative action mechanism into the operational structure of Bluefield State College, including the recruitment and employment of highly qualified applicants without regard to race, color, religion, creed, political belief or affiliation, sex, national origin, age, mental or physical disability, genetic information, sexual orientation, marital status, gender identity and expression, or veteran status, except where a Bona Fide Occupational Qualification (BFOQ) exists. The Search Committee Chair is responsible to provide oversight regarding the committee's responsibilities and tasks, including adhering to hiring policies, and federal and state equal employment opportunity laws, regarding all search activities and deliberations.



2. **Confidentiality** - Search committee members are prohibited from discussing candidates, questions, outcomes of the committee or any search-related information with others (includes during and after the process). *All search committee members are responsible for maintaining the utmost confidentiality and integrity of the search process.*



*The search process is to remain strictly confidential during the search, and after the search has concluded.*

3. **Develop Interview Questions** - The search committee will develop a set of interview questions (the same questions are to be asked of all interviewees to promote fairness and consistency), and are to be based upon the BSC Job Vacancy Announcement content. Submit the interview questions electronically to the BSC Affirmative Action Officer via email to [humanresources@bluefieldstate.edu](mailto:humanresources@bluefieldstate.edu) for approval *prior to the release of applications to the search committee.*



- A well-documented screening process in which each candidate's qualifications are compared with the qualifications specified in the Job Vacancy Announcement should withstand the scrutiny of any regulatory agency or individual attempting to challenge the process's legitimacy.
  - Guidelines for developing interview questions:
    - ❖ Ask only for job-related information that the committee intends to use to make a hiring recommendation.
    - ❖ Know how the committee will use the information to make the recommendation.
    - ❖ Refer to information contained in the Job Vacancy Announcement, and to Appropriate and Inappropriate Interview Questions in "Additional Resources" section of this *Guide*.
4. **Screening Applicants** - The search committee must screen applicants relative to the job qualification criteria specified in the respective BSC Job Vacancy Announcement. Upon evaluation of applicant qualifications, the search committee will recommend candidates to the Hiring Supervisor to interview. Recommendations are to be based upon applicant credentials and experience relative to the position-specific information posted, with particular attention to required and preferred qualifications. If the applicant pool is large, phone or videoconference interviews may be recommended first by the committee to help identify finalists. Finalists will then be identified to invite for on-site campus interviews.
- **BSC Employees as Applicants:** The search committee



must treat internal and external candidates the same to avoid even the appearance of discrimination, favoritism or unfairness. Search committees must evaluate internal candidates objectively. Consider whether the internal candidate has the appropriate amount of experience and the appropriate credentials relative to the position.

- **Obtaining Approval to Interview** - Prior to interviews being scheduled, the Chair obtains approval from the hiring supervisor to proceed with interviewing recommended semifinalists. After hiring supervisor approval has been obtained, the Chair must:
  - coordinate scheduling interviews with the respective candidates, and;
  - provide advance written notice to the Office of Human Resources of the interview schedule.

5. **Preparing for Interviews** - The Chair is responsible for planning the interview process and overseeing interview logistics. He/she may request the assistance of committee members to address logistics. This may include:

- Confirming with committee members, and others as appropriate such as Hiring Supervisor and the respective Vice President or Cabinet-Level supervisor, their availability in order to schedule interviews.
- Confirming interview questions to be asked, what order, and how each member of the search committee will participate in the process. See also “Tips for Interviewing Applicants” in the “Additional Resources” section of this *Guide*.
- Calling or coordinating contact with each interviewee to schedule interviews - Make sure to allow sufficient time for the interview with the committee, confirm any other BSC individuals that may be involved in the interview process, and allow sufficient time not only for the interview(s) but for travel time to and from interview locations.



- ❖ Note regarding possible travel reimbursement: Few BSC positions have a budget that allows for travel reimbursement to candidates during the search process. For many BSC positions, travel costs are the responsibility of the candidate.

Prior to scheduling interviews, the Chair should ask the Hiring Supervisor if any travel reimbursement is allowed for the vacant position. If there is travel reimbursement funding available, the Chair should be informed by the Hiring Supervisor of any limits.

When communicating with interviewees regarding campus interviews, the Chair obtains from the Hiring Supervisor whether or not funds are available for travel reimbursement. Travel reimbursement expenditures are the responsibility of the hiring department. The Hiring Supervisor may, or may not, have budget funds to approve travel reimbursement. If travel reimbursement is available per the Hiring Supervisor, the Chair must contact the Office of Financial Affairs (Phone: 304-327-4048) to obtain

BSC travel reimbursement procedures and allowable costs. The Chair then conveys to each finalist (candidates to be interviewed on campus) information about BSC's travel reimbursement process, allowable vs. unallowable expenditures, relevant information such as contacting National Travel for flight planning, mileage reimbursement rates, and the process for filing for reimbursement.

- Coordinating interviewee itineraries – Most candidates for positions meet not only with the search committee but also with people with whom they would interact on campus if they were hired. Depending on the position, candidates might meet with the Vice President or Provost, department heads, or potential co-workers. When on-campus interviews will involve meetings with many people and various meal and other functions, the search committee should send candidates and individuals responsible for escorting the candidate a schedule of events in advance. The schedule should



note the names and titles of the individuals with whom the candidate will meet, and the estimated time allowed for each meeting.

- Initiating search-related interviewee and/or campus-wide communications, as may be appropriate.
6. **Courtesy Interviews Are to Be Avoided** - Search committees must evaluate candidates objectively based upon job-related criteria in relation to the candidate's qualifications for the position.
  7. **Recommendation of Final Candidate** - After interviews have concluded, the search committee members recommend finalist(s) to the Chair. The Chair will discuss recommended finalist(s) with the Hiring Supervisor. Notice of the recommendation(s) by the Chair should be limited to the Hiring Supervisor, the respective Vice President or Cabinet-Level supervisor, and a member of the Office of Human Resources.
  8. **Requesting References and Background Check** - After receiving finalist recommendations from the Chair, the Hiring Supervisor is to send a written request to the Office of Human Resources asking that office to conduct references and a background check for the selected finalist(s).
  9. **Hiring Decision** – After the Office of Human Resources relays reference and background information to the Hiring Supervisor, a finalist is determined by the Hiring Supervisor and the respective Vice President or Cabinet-Level supervisor. In general, written approvals elevated through the reporting structure is to be provided to the Office of Human Resources before a conditional offer is to be extended.
  10. **Search Committee Preparation Pre-Offer – Prior to an offer being extended, the Chair must complete the search committee documentation and provide it in paper form/hard copy to the Office of Human Resources.** This includes, with input from the search committee, the Chair documenting valid job-related reasons





for candidate selection or non-selection for each and every applicant. ***The Chair gathers and submits all search-related documents to the Office of Human Resources, including notes. All notes taken must be signed by the respective committee member who took the notes.*** All notes taken are part of the search file and are not to be destroyed. In general, search files will be kept by the Office of Human Resources for three years from the conclusion of the search.

11. **The Employment Offer** – The following are currently authorized to extend *conditional* offers of employment (In general, situations in which *conditional* offers may be extended include time-sensitive searches in which at least three satisfactory references have been obtained by BSC on the finalist, yet the final results of the background check may be pending.):
  - a. Classified staff positions - Offers are extended by the Office of Human Resources.
  - b. Nonclassified positions - Offers are extended by the Office of Human Resources or other designee of the President's.
  - c. Faculty positions – Offers are extended by the Provost as the President's designee, and may also be extended by the Office of Human Resources.
12. **Acceptance of an Employment Offer / Orientation**– When an offer of employment has been accepted *in writing* by the finalist, the Office of Human Resources will schedule a New Employee Orientation for the new employee to receive information regarding benefits, payroll, and general institutional policies.
13. **Welcoming the New Employee** - The Hiring Supervisor or his/her designee should welcome the new employee and assist him/her with acclimating to Bluefield State College. In addition to making introductions, the Hiring Supervisor should conduct a department-level orientation for the new employee. To assist Hiring Supervisors plan for the range of orientation activities beginning with planning for the first day of work through the employee's first three months at BSC, please refer to the sample "BSC Hiring Department Orientation Checklist" available for supervisors on the BSC Human Resources website (<https://www.bluefieldstate.edu/resources/human-resources> ) and as excerpted in the "Additional Resources" section of this *Guide*.

**Congratulations on a Successful Search!**





# POLICY AND REGULATORY REFERENCES

Bluefield State College is an equal opportunity institution, which recruits, employs, trains, and promotes based on merit and business needs. Bluefield State College prohibits discrimination or harassment against employees or applicants on the basis of protected characteristics. The



following Bluefield State College policies and West Virginia Higher Education Policy Commission Rule affirm Bluefield State College's commitment to equal opportunity and affirmative action, and prohibiting discrimination or harassment in any of our employment practices. For a complete listing of BSC policies, please visit the Bluefield State College "Policies" webpage at <https://www.bluefieldstate.edu/resources/board-governors/policies>.

## BSC HIRING POLICY

### BLUEFIELD STATE COLLEGE BOARD OF GOVERNORS

#### POLICY NO. HR-713: RECRUITMENT AND HIRING POLICY SECTION 1. GENERAL

1.1 Purpose: The purpose of this policy is to assure that Bluefield State College employs the highest quality of faculty, staff and administrators to accomplish its mission.

1.2 Scope: This policy establishes the hiring procedures of faculty, non-classified employees and classified employees for regular positions within Bluefield State College.

#### SECTION 2. HIRING PROCEDURES

2.1 Because the success of Bluefield State College is directly dependent on the quality of its employees, the recruitment and hiring for all positions at Bluefield State College, below that of the President, shall be the responsibility of the President who is responsible to the Board of Governors for the success of the College. The President or his or her designee shall retain the sole responsibility for the hiring of the College's full and part-time employees in compliance with state and federal hiring requirements.

2.2 The President shall by executive order issue a procedure or procedures for the hiring of all full-time and part-time regular vacancies to provide Bluefield State College the most qualified person for each position while promoting equal employment opportunity to all qualified individuals. Such hiring procedures may vary between different types of positions, and may exclude such types of positions as employees who report directly to the president, adjunct faculty, visiting faculty, interim positions, temporary employees, independent contractors, casual employees, and student employees. Such procedures shall not preclude the President or his or her designee from promoting an interim position to a fulltime position or from affirmatively recruiting a qualified person for a position.

2.3 Procedures - Relevant hiring procedures, resources and forms shall be posted electronically on the Bluefield State College, Office of Human Resources website.

Effective Date: November \_\_\_, 2020.

## **BSC EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION POLICY**

### **BLUEFIELD STATE COLLEGE BOARD OF GOVERNORS POLICY NO. GA-615**

#### **TITLE: EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION**

#### **SECTION 1: GENERAL**

- 1.1 Scope: This rule sets forth Bluefield State College's Board of Governors' Equal Opportunity and Affirmative Action Policy.
- 1.2 Authority: WV Code §18B-1-6, §18B-1B-5. See also WV HEPC Title 133 Procedural Rule, Series 40, "Equal Opportunity and Affirmative Action."
- 1.3 Filing Date: July 21, 2014
- 1.4 Effective Date: June 19, 2014
- 1.5 BSC Policy Monitor: Human Resources

#### **SECTION 2: POLICY STATEMENT**

- 2.1. It shall be the policy of Bluefield State College to provide equal employment opportunities to all qualified employees and applicants and to prohibit discrimination or harassment against any such individuals on the basis of protected characteristics. The College considers race, color, religion, creed, political belief or affiliation, sex, national origin, age, mental or physical disability, genetic information, sexual orientation, marital status, gender identity and expression, and veteran status as protected characteristics and will not permit discrimination or harassment against any employee or applicant for employment on the basis of any such characteristic. The College will conform both to the letter and the spirit of the law and regulations with respect to prohibiting any such discrimination or harassment and will engage in affirmative action to employ, advance in employment and treat all qualified persons without discrimination in any employment practices. Also, the College will adhere to the provisions in its Hiring Policy #42.
- 2.2. The College shall use the principles of equal employment opportunity and affirmative action in making employment decisions.
- 2.3. The scope of this policy prohibiting discrimination and harassment in accordance with the principles of equal employment opportunity and affirmative action extends, but is not

limited to, the following: recruitment, employment, promotion, transfer, training, working conditions, wage and salary administration, benefits and the application of all other employment-related policies. These principles of non-discrimination and anti-harassment also apply to the selection and treatment of independent contractors, personnel working on College premises and any other persons or firms doing business with the College.

- 2.4 In furtherance of its policy prohibiting discrimination against individuals on the basis of disability, the College will provide reasonable accommodation in the work place for disabled employees. All inquiries regarding the rights of employees with disabilities, including the right to employment accommodations, should be directed to the ADA Coordinator/Director of Human Resources.
- 2.5 The College shall take the initiative in developing or modifying its own affirmative action plan to achieve compliance with the equal employment opportunity and affirmative action policies of the West Virginia Higher Education Commission as well as those of the state and federal governments. The president shall, through appropriate means, establish and maintain programs of equal employment opportunity and affirmative action within her/his jurisdiction in accordance with all laws and regulations applicable to the institution. The equal employment opportunity and affirmative action goals of the institution must be integrated into and consistent with other performance goals of the institution.
- 2.6 Bluefield State College shall submit its affirmative action plan to the Chancellor of the Higher Education Policy Commission by July 1 of each year. The Office of Human Resources and its representatives shall work collaboratively with the Assistant to the President for Equity, Diversity and Inclusion, and the management at all levels of the institution, to help facilitate the achievement of equal employment opportunity/affirmative action goals and compliance across the institution.

## **BSC EMPLOYMENT OF RELATIVES POLICY**

### **BLUEFIELD STATE COLLEGE BOARD OF GOVERNORS POLICY NO: HR-715**

#### **TITLE: EMPLOYMENT OF RELATIVES (NEPOTISM)**

#### **SECTION 1. GENERAL**

- 1.1 Scope: The purpose of this policy is to establish guidelines related to the hiring and supervision of family members of employees.
- 1.2 Filing Date: February 12, 2009
- 1.3 Effective Date: April 10, 2009
- 1.4 Bluefield State College recognizes the employment of relatives/family members of employees may cause serious conflicts and problems with favoritism and employee morale.

Further personal conflicts from outside the work environment may be carried into the daily working relationship.

## **SECTION 2. DEFINITIONS**

2.1 Family member is defined as one of the following: relationships by blood -- parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, first cousin; and, relationships by marriage -- husband, wife, stepparent, stepchild, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew, or niece.

2.2 Employment for the purpose of this policy is defined as any position for which compensation is received regardless of funding source except student employment for scholarships. Approved uncompensated work including, but not limited to internships and volunteers will not be considered employment for the purpose of this policy.

## **SECTION 3. POLICY**

3.1 Employees may neither initiate nor participate in institutional decisions involving a direct benefit to an immediate family member. Such decisions include, but are not limited to: initial appointment, retention, promotion, tenure, salary, and approval of leave.

3.2 Family members of persons currently employed by the College may be hired only if they will not be working directly for or supervising a relative or will not occupy a position in the same line of authority where decisions involving a direct benefit to the family member may occur. Such decisions include, but are not limited to initial appointment, retention, promotion, tenure, salary, and approval of leave.

# **WVHEPC SERIES 40: EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION**

## **TITLE 133 PROCEDURAL RULE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

### **SERIES 40 EQUAL OPPORTUNITY and AFFIRMATIVE ACTION**

#### **§133-40-1. General.**

- 1.1. Scope. This rule establishes equal opportunity and affirmative action policy.
- 1.2. Authority. West Virginia Code §18B-1-6 and §18B-1B-5.
- 1.3. Filing Date. October 31, 2019.
- 1.4. Effective Date. December 1, 2019.

1.5 Repeal of Former Rule. -- Repeals and replaces Title 133, Series 40 which had an effective date of November 7, 2013

**§133-40-2. General Policy.**

- 2.1. It shall be the policy of the West Virginia Higher Education Policy Commission (Commission) to provide equal employment opportunities to all qualified employees and applicants and to prohibit discrimination or harassment against any such individuals on the basis of protected characteristics. The Commission considers race, color, religion, sex/gender, national origin, ancestry, age, blindness, disability, pregnancy, genetic information, sexual orientation, gender identity, veteran or military status or other category that is protected under federal, State, or local anti-discrimination laws as protected characteristics and will not permit discrimination or harassment against any employee or applicant for employment on the basis of any such characteristic. The Commission will conform both to the letter and the spirit of the law and regulations with respect to prohibiting any such discrimination or harassment and will encourage and support voluntary affirmative action where necessary to ensure that institutions employ, advance in employment and treat all qualified persons without discrimination in any employment practices.
- 2.2. The scope of this policy prohibiting discrimination and harassment extends, but is not limited to, the following: recruitment, employment, promotion, transfer, training, working conditions, wage and salary administration, benefits, discipline, promotion, transfer, layoff, termination processes, and the application of all other employment-related policies. These principles of non-discrimination and anti-harassment also apply to the selection and treatment of independent contractors, personnel working on Commission premises, and any other persons or firms doing business with the Commission.
- 2.3. Under the Commission's additional authority to allocate specified functions and responsibilities among the institutions within the jurisdiction of the Commission, each institution shall accept primary and long-term responsibility for the development and implementation of equal employment opportunity and where necessary, affirmative action policies consistent with the Commission's guidance and all applicable laws and regulations.
- 2.4. Each institution and the Commission shall take the initiative in developing or modifying their own plans to achieve compliance with the equal employment opportunity and affirmative action policy of the Commission as well as those of the State and federal governments. The president of each institution shall, through appropriate means, establish and maintain a positive program of equal employment opportunity and affirmative action within her/his jurisdiction in accordance with all laws and regulations applicable to the institution. The equal employment opportunity and affirmative action goals of the institution must be integrated into and consistent with other performance goals of the institution. The realistic goals and timetables of each institution shall be vigorously pursued to achieve a proportional representation of minorities and women in the workforce based on availability within the relevant workforce recruitment markets. The effective pursuit of affirmative action requires not only the adoption of an adequate plan,

but also results-oriented procedures designed to ensure the involvement of managers at all levels of each institution.

## **SUMMARIES OF NON-DISCRIMINATION LAWS, GUIDELINES, & EXECUTIVE ORDERS**

In combating discrimination and the potential continuing effects of past discrimination, one of the first steps is to understand the equal opportunity laws and regulations which protect citizens. Cited below are summaries of major laws, guidelines, and executive orders which serve as the basis for the Bluefield State College *Affirmative Action Plan*.

**Accommodations of Special Religious Holidays** - Recognizing that some employees may observe religious holidays not included on the list of Bluefield State College recognized holidays, the College, in accordance with legal guidelines, will consider such needs by granting reasonable time off to employees as long as it does not cause undue operational problems and hardships within the division or unit. Time off granted to administrators and classified employees for the observance of special days shall be charged to annual leave or to accumulated compensatory time off credits.

**Age Discrimination in Employment Act (ADEA)** makes it illegal for employers to discriminate against any person on the basis of their age exceeding 40 years. Administration of the Act originally was the responsibility of the Wage and Hour Division of the Department of Labor, but in July 1979, this responsibility was transferred to the Equal Employment Opportunity Commission.

**Americans with Disabilities Act, Title I**, covers employment provisions prohibiting discrimination in any terms or conditions of employment for qualified individuals with a disability.

**Equal Pay Act of 1963, as amended by Education Amendment of 1972 (Higher Education Act)**, prohibits discrimination in salaries (including almost all fringe benefits) on the basis of sex. Employees performing essentially equal work receive equal pay and other compensation. Salaries do not differ because of any difference in race, color, age, religion, sex, sexual orientation, or national religion, disability, or familial status. The Equal Pay Act is administered by the Equal Employment Opportunity Commission.

**Executive Order 11246, as amended by Executive Order 11375 in 1967, as amended by Executive Order 11478, Executive Order 13665 and Executive Order 13672 in 2014,** prohibits discrimination in employment decisions (including the hiring, upgrading, salaries, fringe benefits, training and other conditions of employment) on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin by institutions with federal contracts over \$10,000 over a 12-month period. Also prohibits federal contractors and subcontractors from, under certain circumstances, taking adverse employment actions against applicants and employees for asking about, discussing, or sharing information about their pay or the pay of their co-workers. Executive Order 11246 embodies two concepts: Non-discrimination and Affirmative Action.



**Non-discrimination** requires the elimination of all existing discriminatory conditions, whether purposeful or inadvertent. A contractor (College) must carefully and systematically examine all of its employment policies to be sure they do not, if implemented as stated, operate to the detriment of any person on the grounds of race, color, religion, sex, sexual orientation, gender identity or national origin. A contractor also must ensure that the practices of those responsible in matters of employment, including all supervisors, are non-discriminatory.

**Affirmative Action** requires that a contractor do more than ensure employment neutrality with regard to race, color, religion, sex, sexual orientation, gender identity or national origin. Affirmative action requires the employer to make additional efforts to recruit, employ and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the affirmative action concept of the Executive Order is that unless positive action is undertaken to overcome the effects of systemic institutional forms of exclusion and discrimination, benign neutrality in employment practices will tend to perpetuate the status quo indefinitely.

**Executive Order 11246, effective February 20, 1973**, requires that positive action be taken to ensure equal employment opportunities for members of various religious and ethnic groups, primarily, but not exclusively, of Eastern, Middle, and Southern European ancestry such as Italians, Greeks, Slavs, Jews, and Catholics. The guidelines are administered by the Office of Federal Contract Compliance Programs, U.S. Department of Labor.

**Immigration Reform and Control Act of 1986** protects an alien lawfully in the United States and legally employable under Immigration and Naturalization Service regulations in the same manner as United States Citizens from discrimination in employment and equal opportunity to programs.

**Public Law 93-516, as amended and otherwise known as the Rehabilitation Act of 1973**, states that government contractors must agree to take affirmative action to employ, advance in employment, and otherwise treat qualified individuals with disabilities without discrimination based upon their mental or physical impairment(s) in all employment practices, such as employment, upgrading, demotion and transfer, recruitment and advertising, layoff or termination, rates of pay and other forms of compensation, and selection for training including outreach and position recruitment programs.

The regulations define the term 'disabled individuals' as any person who: (1) has a physical or mental impairment(s) which substantially limits one or more major life activities, including communication, ambulation, self-care, socialization, education, vocational training, employment, transportation, or adapting to housing – especially those life activities that affect employability; (2) has a record of such impairment(s), even if they are completely recovered from a previous physical or mental impairment(s); or (3) is perceived by employers or supervisors as having such impairment(s), whether or not such impairment(s) exists.

The successful disabled applicant, as with all applicants, must possess sufficient work capacity to match the job duties and requirements consistent with his or her interests, capabilities, and limitations. The Rehabilitation Act is administered by the Office of Federal Contract Compliance Programs, U.S. Department of Labor.

**Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of race, color, or national origin by educational programs receiving federal funds. This legislation provides coverage for students and others, and it relates directly to the availability of activities, services and curriculum to all persons affiliated or seeking affiliation with the institution. It is administered by the Office of Civil Rights.

**Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972**, prohibits discrimination in employment (including the hiring, upgrading, salaries, fringe benefits, training and all other conditions of employment) on the basis of race, color, religion, national origin, or sex. It is administered by the Equal Employment Opportunity Commission.

**Title IX of the Education Amendments of 1972 (Higher Education Act)** prohibits sex discrimination against students or others in educational programs or activities. Patterned after Title VI of the Civil Rights Act, Title IX states that no person shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. It is administered by the Office of Civil Rights, US Department of Education.

**Title XII (Section 799a) and Title VIII (Section 845) of the Public Health Service Act, as amended by the Comprehensive Health Manpower Training Act and the Nurse Training Amendments Acts of 1971**, prohibit sexually discriminatory admission of students to federally assisted health personnel training programs and sexually discriminatory practices affecting employees who work directly with students or prospective students in such programs. It is administered by the Office of Civil Rights, US Department of Education.

**West Virginia Human Rights Act of 1967 as amended** is the public policy of the State of West Virginia to provide all of its' citizens equal opportunity for employment and equal access to places of public accommodations without regard to race, religion, color, national origin, ancestry, sex, sexual preference, age, handicap or familial status. Non-discrimination also extends to conditions of hiring, tenure, compensation, training, etc. The West Virginia Human Rights Act is administered by the West Virginia Human Rights Commission.

**Vietnam Era Veterans Readjustment Act of 1974** requires all federal contractors, including higher education institutions, to refrain from discrimination in employment against disabled veterans and veterans of the Vietnam Era, disabled veterans, recently separated veterans, and other protected veterans. This law is administered by the Office of Federal Contract Compliance Programs, U.S. Department of Labor.

# ADDITIONAL RESOURCES

## TIPS FOR INTERVIEWING APPLICANTS

The goals of the interviewing process includes the mutual sharing of information (from the candidates to the search committee, and from the search committee with the candidates) regarding the role and expectations of the position, discussing the educational and collaborative culture of BSC, emphasizing how the position contributes to the overall mission of BSC, as well as offering a more thorough opportunity for evaluating candidates' credentials and experience relative to the vacant position. To maximize the benefits of the interview process, advance preparation on the part of the committee should be a top priority. The following steps are useful in preparing for interviews and conveying a sincere interest to the candidates:

### Preparation

- A. Plan ahead. Review the position posting carefully to identify the skills, knowledge and abilities essential for successfully performing the job.  
Review the carefully thought-out interview questions that were developed based upon the predetermined selection criteria listed on the position posting that relate directly to performance and to the expectations for the position.
- B. Be as thorough in attention to detail as possible when making arrangements for campus visits; avoid haphazard planning.
- C. The Search Committee Chair should contact the applicants to invite those candidates for an interview, advising them of the time, date, and place for the interview, the expected length of the interview, parking availability and interview procedures.
- D. Create a relaxed interview setting – The interview setting should be quiet, comfortable, and free of distraction from telephones and any other kind of interruption. If an office must be used, arrange that all phone calls be forwarded to another line. Keep on schedule, as candidates become apprehensive when asked to wait.
- E. Ask each candidate to arrive 10 to 15 minutes before the interview. Give him/her a copy of the position description, and any other materials you feel are important before the interview, such as an organizational chart, agenda for the interview, and a list of the search committee members with their titles. Allow at least 15 minutes between interviews to permit candidates to come and go without overlap, and to allow committee members to evaluate candidate's responses to questions while the answers are still fresh in their minds.
- F. Use only your list of pre-approved interview questions that will be posed to all of the interviewees. Be consistent—Ask the same questions of each interviewee and use only the list of interview questions that were pre-approved by the BSC affirmative action officer. Do not add questions. Do not revise questions. Do not omit questions.
- G. In order to facilitate campus participation, it may be helpful to distribute a schedule (at the appropriate time) listing all interviews, dates and times, to appropriate individuals, including the hiring supervisor, the Office of the President, the Human Resources Director/Affirmative Action Officer, search committee members, and any campus groups and/or department staff and others on the interview schedule.



- H. Confirm arrangements for campus visits as far in advance as possible, and in writing to the candidate. For external candidates, even last minute arrangements should be confirmed in writing. The arrangements should include where the candidate will be picked up and by whom, where she/he will be lodged during the visit, and when they can expect the visit to formally conclude. An itinerary for the day should be provided to the candidate before the candidate travels.
- I. Be thoughtful in determining who the interviewees will meet. Remain conscientious of the time and schedule. Do include persons with whom the candidate may interact, and do explain to the candidate the relevance of each person on the interview schedule. If appropriate, ask candidates if there are individuals with whom they may like to meet or if there are particular questions that may best be answered by individuals outside of the interview process.
- J. Confirm appointments with persons on the interview schedule the day before each interview to avoid “no shows” and, if necessary, to identify possible replacements. Avoid large unscheduled gaps of time; although, schedule breaks during the day for the candidate to breathe and reflect on the day.

### **Conducting the Interview**

- A. Follow a logical sequence – Keep the same format for each candidate and allow an equal amount of time for each candidate to answer questions. Introduce the candidate to the rest of the committee and invite him/her to be seated. Provide information regarding the expected timeframe for the interview. You can briefly define the job responsibilities.
- B. Let the candidate do the talking – After defining the job responsibilities, let the candidate “do the talking.” It is extremely important to listen and concentrate on what the candidate is saying. The candidate should carry the majority of the total conversation. When the committee asks a question of the candidate, allow silence afterward so that you don’t interrupt the candidate’s thought process. You may encourage the candidate with “*Take your time, we want you to be specific.*”
- C. Taking notes will help you remember details of the interview; however, writing notes during the interview could be distracting to the candidate. If you plan to take notes, explain before the interview starts that you will be taking notes during the interview. Make sure you maintain eye contact throughout the interview.
- D. Encourage candidates to ask questions; answer them as candidly as possible.
- E. Be prepared to respond to interviewee questions that may be specifically related to non-job-related characteristics, such as the candidate's ethnicity or gender, disability, veteran status or any other non-job-related characteristic. Such questions may relate to opportunities for advancement, the quality of life on the campus and in the community, and professional, educational, and personal opportunities for their spouse and/or children, if applicable.
- F. For faculty searches, discuss the standards for promotion and tenure with all candidates. Be specific about expectations concerning teaching, research and service.



- G. After the interview, thank the candidate for coming, and explain the notification process-- when a decision will be made, whether a second interview will be conducted, and how candidates will be notified. Remember to smile, shake hands, and lead the candidate to the door. **Note: Keep the process the same for all candidates.**



## ILLEGAL OR INAPPROPRIATE INTERVIEW QUESTIONS

The below chart covers examples of questions that should not be asked and of which most are illegal. It also lists questions you may ask that are related to the subjects listed. If there is something that is not covered that you would like to ask and that you are unsure is appropriate or legal, please contact BSC Office of Human Resources for guidance.

(Source Credit: The Pennsylvania State University Libraries)

[http://www.libraries.psu.edu/psul/humanresources/populartopics/conducting\\_interviews/illegal\\_questions.html](http://www.libraries.psu.edu/psul/humanresources/populartopics/conducting_interviews/illegal_questions.html)

Subject	What Can't I Ask?	What Can I Ask?
<b>Age</b>	How old are you? What year did you graduate? What is your birthday?	Are you over 18?
<b>Citizen/National Origin</b>	Are you a U.S. citizen? What is your native language? Where were you/your parents born?	Are you authorized to work in the United States? (not necessary to ask this - this is verified with the I-9 at time of hire) What language(s) do you read/write fluently? (only if required by the position)
<b>Marital/Family Status</b>	Are you married? Do you plan to have a family? Do you have any children? What are your child care arrangements?	Would you be able and willing to travel as needed for the job? (only if required by the position) This position requires occasional overtime (nights and/or weekends); would this present a problem? Would you be willing to relocate if necessary? Note: These questions should be asked of ALL applicants if applicable.
<b>Affiliations</b>	What clubs or social organizations do you belong to?	List any professional or trade organizations you consider relevant to the position.
<b>Personal</b>	How much do you weigh? How tall are you?	Are you able to lift a 50lb weight and carry it 10 yards, as this type of physical activity is part of the job? (only when specifically required in main duties of the job, and HR should be consulted)
<b>Disabilities</b>	Do you have any disabilities?	Are you able to perform the essential functions of this job, with or without an accommodation?

	Do you have any medical conditions? How is your health? Do you need an accommodation to perform this job?	
<b>Arrest Record</b>	Have you ever been arrested?	(At the time of offer, HR will advise the candidate that the offer is contingent on completion of a sufficient background check.)
<b>Military Record</b>	If you were in the military, were you honorably discharged?	In what branch of the armed services did you serve? What type of training did you receive in the military?
<b>Religion</b>	What religious holidays do you observe? Does your religion prohibit you from working any particular days?	(There are no legal questions related to this subject.)

## APPROPRIATE INTERVIEW QUESTIONS

Please note: This file is several pages long. We suggest you review the sample questions. Because each position is unique, these questions may or may not suit your specific needs. You may wish to adapt or rephrase them to the specifics of your vacant position. When you consider the components of the position, you may wish to develop groups of job-related questions, which you can use to evaluate the level of technical skills possessed by the interviewee (i.e. accounting, computer operations, human resources, mechanical, etc.). At the end of this document will be sample interview questions specific to Academic Faculty positions. If there is something that is not covered that you would like to ask and that you are unsure is appropriate or lawful, please contact BSC Office of Human Resources for guidance ([humanresources@bluefieldstate.edu](mailto:humanresources@bluefieldstate.edu)).

*[Source Credits: Adapted from the Recruitment Guide of the University of California-Davis Office of Human Resources]*

## ALL POSITIONS

### 1. Previous Job Experience/Performance

- What is/was your job title?
- What are/were your responsibilities and accountabilities?
- Briefly describe the major responsibilities of your current/most recent position. What were your successes and accomplishments?
- How were you most effective in your previous organization? Be specific. Why did you leave?
- Describe any experience you've had with computers or word processors.



- f. Please describe the hardware and applications you are familiar with and the extent of your experience and expertise with each.
- g. What do you spend the most time doing in your present/past positions?
- h. Describe the working environment in your present job.
- i. What has been the hardest or most difficult part of your present job?
- j. Tell me about some of your experiences in organizing- (for example, setting up meetings, conferences, banquets, etc.).
- k. Describe the most creative work-related project that you have carried out.
- l. What kind of experience have you had working with confidential materials?

## **2. Expectations for This Job**

- a. What are your expectations for this job?
- b. What type of work setting motivates you?
- c. Why did you apply for this position?
- d. Why should you be hired for this position?
- e. Based on what you know about the position, which aspects of it would be most attractive to you? Least Attractive?
- f. How would you describe your past performance in a similar position?
- g. What do you think are the most important qualities we should look for in someone to fill this particular position?
- h. What is important to you in a job and why?
- i. What approach do you take to establish yourself in a new job? What techniques do you use to create working relationships?
- j. What is your philosophy about work ethic, integrity and commitment to the job?

## **3. Management Attitudes**

- a. What in your opinion is the most important function of a manager?
- b. What kind of direction do you prefer from a supervisor?
- c. Give an example of a specific occasion when you conformed to a policy with which you did not agree.
- d. What do you consider to be important attributes of a supervisor?
- e. What kind of supervisor do you enjoy working for most? Least?

## **4. Decision Making/Problem Solving/Analytical Skills**

- a. Describe a specific time on any job that you've held when you were faced with issues that tested your problem-solving skills. What did you do?
- b. Give an example of a time when you had to keep from speaking or not finish a task because you did not have enough information to come to a good decision. Be specific.
- c. Give an example of a time when you had to make a quick decision.
- d. Give an example of a time when you had to use your fact-finding skills to get information to solve a problem- then describe how you analyzed the information to come to a decision.
- e. Give an example of a problem you faced on a job and describe how you solved it.
- f. What are some examples of important types of decisions or recommendations you are called upon to make in your past/present position?
- g. Most of us can think of an important decision we'd make quite differently if we could do it over. What examples from your experience fall into this area? What would you have done differently? Why?

- h. Give an example of a difficult decision you had to make at your last job. How did you solve it? Follow-up: Why did you choose that method instead of another solution?
- i. What has been a stubborn or recurring problem area you would like to solve in your current job, but haven't yet?
- j. What process do you follow in solving problems?
- k. What methods do you use to make decisions? Please give an example of your approach.
- l. What kinds of decisions do you have authority over? Which ones did you have to check with your manager before making?
- m. What information or technical support has helped you succeed on the job?
- n. Have you ever had to make a decision before you had all the data you wanted? Give an example. What did you do?

## **5. Interpersonal/Communication Skills/Conflict**

- a. How do you define effective communication?
- b. Tell me about a job experience when you had to speak up in order to be sure that others knew what you thought or felt.
- c. Describe how you would convince your supervisor to grant you additional funds for a purpose you have in mind.
- d. Describe some projects you worked on that required strong writing skills. What was the level of your responsibility? Who was the primary audience?
- e. How would you characterize your written and oral communication skills?
- f. Name one recent success you've had in dealing with an unhappy student, co-worker, vendor, etc. How did you accomplish it?
- g. In a past job, when did you find it necessary to disagree with your supervisor? How did you approach him/her and what was the result?
- h. What kind of performance feedback do you want and how often would you like it?
- i. Describe what you did when your supervisor asked you to: 1) perform a task you did not feel competent to handle; 2) knew you were competent to handle it but thought it more appropriate for someone else to do it; and 3) believed yourself able to perform the task, considered it appropriate for you, but didn't want to do it.
- j. Assignments are often ill-defined and often require quick response. Describe how you responded to a request that you considered vague or unreasonable?
- k. What role do you usually take in a group meeting or discussion?
- l. When you have started new jobs, how have you established good relationships with your coworkers? With management?
- m. What does the "open door" policy mean to you? Do you think it works?
- n. What should a manager do to minimize conflict at work? How much should he/she get involved in solving it?
- o. Describe a situation when you found it necessary to confront someone at work? How did you handle it?
- p. What was the most unpopular stand you have taken? Please describe.

## **6. Leadership Qualities**

- a. Give an example of a time when you were able to build motivation in your co-workers or subordinates at work.
- b. Describe a situation in which you were able to positively influence the actions of others in a desired direction.

- c. Describe a work situation in which you were required to be very attentive and vigilant to your environment.
- d. Describe a time when you believed it was necessary to modify or change your actions in order to respond to the needs of another co-worker.

## **7. Motivation/Goal Orientation**

- a. Give an example of an important job goal you have set in the past and discuss your success in reaching it.
- b. Give an example of a time when you had to go above and beyond the call of duty to get the job done.
- c. Describe how your work history reflects your job objectives and abilities.
- d. Why did you choose this profession? What reward does it give you?
- e. What should a manager do to motivate others?
- f. When has your morale been the highest at work? Why?
- g. Please describe how you set and measure work goals.
- h. How do you monitor the progress of assignments and projects?

## **8. Overall Job Performance**

- a. How do you typically handle yourself in a fast-paced environment? Please provide an example.
- b. How would you describe your work pace: fast, moderate, slow, or if it varies and under what circumstances?
- c. What do you consider to be your strengths?
- d. What do you consider to be your weaknesses?
- e. How do you handle a heavy workload with many strict deadlines?
- f. In all jobs there are heavy workload periods and light workload periods. What do you do in such cases?
- g. Describe an experience where you were given several rush projects to be completed in a short period of time. How did you establish priorities? Why?
- h. How would you describe your organizational abilities?
- i. How would you describe your attendance and punctuality habits?
- j. How would you describe your work habits?
- k. How would you describe your own performance standards?

## **9. Initiative/Creativity and Innovation**

- a. What ideas did you contribute to your department? What were the results?
- b. Give an example of something you recommended that was adopted.
- c. What have you done to make your job easier or more interesting?
- d. Give an example of a project you were responsible for starting. What did you do? How did it work out?
- e. How much information do you need to get started on a new project or assignment?
- f. Give an example when you had to produce results without sufficient guidelines or information? What did you do?
- g. What is the most creative thing you have done in a past job? How did it occur?
- h. In the last year, what innovative ideas have you had at work? Were you able to implement them? How were they innovative?

## **10. Ability To Learn**

- a. Give an example of an employment situation when you have had to keep up with changes in technology, terminology, and information specific to your field?

- b. How quickly have you learned new processes for a job? What did you have to learn?
- c. How soon could you learn this job well enough to become productive?
- d. If time did not permit a training period on a new job, how would you go about learning the things expected or required of you?
- e. Give three examples of your adaptability.
- f. Describe the most recent formal learning experience you've had.
- g. What are your long-term professional goals? How do the duties and responsibilities in this position relate to that goal?

### **11. Dependability/Flexibility**

- a. In a past job, describe when you had to alter your standards to meet your employer's? When? Why?
- b. If we hired you, what could we count on you for without fail?
- c. What results were you expected to accomplish in your last job? How were they measured?
- d. Have you worked in an organization that changed its policy or procedure frequently? How did you deal with that?
- e. Give an example of a time when you were given tasks to accomplish without advance warning.
- f. Has a policy or directive come down with which you really disagreed? What did you do?

### **12. Organization/Attention to Detail/Use of Time**

- a. How do you believe a meeting should be organized to be most effective? Give an example of one you've coordinated, attended or led.
- b. Would you rather formulate a plan or carry it out? Why? Give an example of a plan you have implemented.
- c. Have you ever had an experience when you were responsible for coordinating several small tasks to accomplish a large one? Please give an example.
- d. How do you keep track of your paperwork, schedules, etc? Please be specific.
- e. Please describe the techniques that you use to establish priorities and ensure that you are meeting deadlines.
- f. This position includes many different tasks. Organizational skills are very important. Could you please describe your organizational skills and what method you envision yourself using to remain organized?
- g. Organizational skills also indicate your ability to prioritize your tasks. You can never estimate the number of requests for assistance that you will field in one day. Can you describe for us the type of direction that you are used to working under, what type you prefer, and what motivates you to accomplish your daily tasks?
- h. In your last job, if something wasn't due for several weeks, when and how did you approach getting it done?
- i. Describe how you handled the details of your last major project.
- j. Describe a way you have improved the organization of a system or a task at your last/present job. How did you organize your daily tasks? How did you prioritize them or decide what you should work on next?
- k. How do you monitor tasks that need your attention?

### **13. Cooperation**

- a. What did you do to support your co-workers in your last job? Please give a specific example of a time when you helped or supported a co-worker.

- b. Give an example of a time when you had to take the lead with your work group to get a task done. How did you get cooperation? How did you get cooperation from co-workers, other departments, etc?
- c. What did you do in your current/previous job to contribute to a teamwork environment?
- d. Which problems do you believe are appropriate to bring to your manager? Give an example.
- e. How do you usually approach a manager with a problem?
- f. What do you require from a supervisor?
- g. Would you rather work on a team or on your own?
- h. Describe what a “team” environment means to you.
- i. What experience have you had working as a member of a team? What are the advantages?

## **TECHNICAL SKILLS**

### **1. Graphic Design/Desktop Publishing**

- a. What experience have you had with graphic design and desktop publishing? Please provide samples.
- b. What are some basic principles of working with colors?
- c. Describe considerations you gave when designing a brochure?
- d. What do you look for in a blueline?
- e. What information and materials would you provide to a service bureau if you had to produce a brochure?

### **2. Web Design**

- a. If money were not a concern, what platform would you choose for an Internet information server, and why?
- b. When creating Web documents, what tools do you use? What kind of experience do you have with HTML editors? Plain text editors? Web site management tools?
- c. What does it mean for a program to be called a CGI? What is your experience with CGI programming?
- d. Please illustrate by describing a good Web site that you recently produced. How did you plan and design the Web site? How do you decide when and how to revise or enhance a Web site?
- e. What, in your opinion, are the basic characteristics of a bad Web site? How would you proceed if you were asked to re-design a less than adequate departmental Web site?
- f. If you were given an assignment to put an existing print publication on the Web, how would you proceed? Why?
- g. Have you ever connected Web forms to a backend database? Discuss your experience with such forms.
- h. How do you stay current with developments in communications, graphic design, and Web publishing?

### **3. Areas of Communication**

- a. How would you define effective communication? What skills do you have that make you a good communicator?
- b. How do you choose which medium/media to use to reach your various audiences? What are the strengths and weaknesses associated with each medium?

- c. What are some of the strategies you have used to communicate technical information to a wide variety of people with differing levels of expertise?
- d. Please describe an experience where you had to work with conflict between yourself and the subject of your story?

## **MANAGEMENT, SUPERVISORY OR ADMINISTRATIVE POSITIONS**

### **1. Organizational/Planning Skills**

- a. How would you describe your planning skills?
- b. How would you describe your budgeting skills?
- c. Assume we faced a significant cut in expenditures: for example a 10 to 20 percent reduction within a two-year period. How would you plan and implement such a cut in your areas of responsibility?
- d. Describe any new plans or programs you've developed.
- e. Describe the extent of your responsibility in policy formulation.
- f. In what way have you improved your planning over the last few years?
- g. Have you ever had to reorganize work assignments for several part-time and full-time staff members? What assignments would you reserve for yourself?

### **2. Interpersonal/Communication Skills/Conflict**

- a. Describe the most significant written document, report or presentation that you have had to complete.
- b. Describe how you would notify the people you supervise about a new procedure that you were responsible for implementing. It would mean that these people would be assuming new and more complex duties.
- c. Describe how you would notify a large number of people about a new policy or regulation that you were responsible for implementing.
- d. Describe your background in making group presentations.

### **3. Decision-Making/Problem-Solving Abilities**

- a. Give an example of a time when you had to carefully analyze a situation in order to effectively guide your actions or decisions.
- b. What types of analytical studies have you conducted?
- c. Describe an experience when you found it necessary to bring others into your decision making process.
- d. Describe your approach to decision-making and problem-solving. Why do you do it this way?
- e. When you recommend something to management, what approach do you usually use? Give an example.
- f. How much leeway do you give your employees to make decisions? How do you still maintain control?
- g. How do you assemble relevant data to make your decisions? How do you know when you have enough data?
- h. What have you done to find creative solutions to problems? Provide a specific example.

### **4. Management Attitude/Style**

- a. How would you describe your management philosophy and style?
- b. Have you ever had to initiate corrective action for an employee? If so, what steps did you take to implement this action?



- c. In what ways might you want to modify your approach to dealing with subordinates?
- d. Some managers keep a very close check on their organization. Others use a loose rein. What patterns do you follow? How has it changed during the last few years?
- e. How would you describe your standards of performance? What would your staff say? What would your supervisor say?
- f. How did you deal with an employee who was not doing his or her job properly?
- g. What philosophy and techniques do you use in motivating your staff and energizing them?
- h. How did you deal with an employee who did not appear to measure up to increasing demands of a job?
- i. How do you think your staff would describe your delegation style?
- j. How have you motivated your employees (or others) to follow you?
- k. Give an example of how you delegated responsibility for a recent assignment; for instance, how you delegated an assignment, and what you did to monitor it.

## **5. General Knowledge**

- a. Can you give us an overview of how an academic department functions in a higher education institution?
- b. What is your commitment to and understanding of Affirmative Action as it relates to students, staff, faculty and recruitment? What about retention, staff development or promotion?
- c. Describe the type of relationship you think should exist between staff, faculty and students on this campus.

## **6. Administration**

- a. How do you make sure that your employees are accountable?
- b. What do you typically do when you hear of a problem in your area?
- c. How useful have you found written procedures and guidelines in helping you manage your area?
- d. Do you believe that the chain of command is important? Why? When do you think it might inhibit organizational effectiveness?

## **7. Financial**

- a. What responsibility do you have for budgeting? What budgeting method do you use?
- b. How do you go about estimating expenses and budgets?
- c. What recent decision have you made that had an impact on finances? How did you assess its impact?
- d. What experience have you had with long and short-term budget projections? Please explain.

## **8. Performance Evaluation**

- a. What have you done to ensure objectivity when you evaluated the work of others?
- b. What sort of performance standards have you used for evaluating employee performance? Were they written?
- c. How long does it take you to write a performance evaluation? What steps do you follow?
- d. How do you get your employees involved in their own evaluations?
- e. How do you plan for performance improvements?

- f. When you evaluate someone's performance orally, what approach do you take? What if their performance has been exceptionally good? Marginal?
- g. How do you conduct an evaluation process?

## **9. Employee Relations**

- a. How have you helped your employees become committed to a job or to the organization?
- b. What types of employees do you find hardest to manage? Why?
- c. How have you dealt with an "attitude" problem? Please give a specific example.
- d. How often do you think it's necessary to meet with your employees?
- e. How have you handled "complainers"?
- f. Describe a time when you had to discipline an employee. What was your strategy?
- g. How do you develop trust and loyalty in your employees?
- h. Do you think the "open door" policy works? How much time do you spend with your employees?
- i. Describe a time when you had problems getting people to work together in solving a problem or completing an assignment.
- j. Describe a time when you had to intervene to solve a conflict. Why did you handle it that way?

## **ACADEMIC FACULTY**

- 1. Please describe your teaching style.
- 2. How do you feel your teaching style can serve our student population?
- 3. How do you engage students, particularly in a course for non-majors?
- 4. What course, not currently in our catalogue, would you like to develop?
- 5. What is your teaching philosophy?
- 6. What pedagogical changes do you see on the horizon in your discipline?
- 7. How do you adjust your style to the less motivated or under-prepared student?
- 8. Can you please describe your greatest personal success with a student for whom \_\_\_\_\_ (subject area, such as mathematics, chemistry, accounting, etc.) was particularly difficult?
- 9. What changes have you brought to the teaching of \_\_\_\_\_ (name of field)?
- 10. What courses have you created or proposed in the last five years?
- 11. How would your background and experiences strengthen this academic department?
- 12. What are your current research interests? Please describe. What is your five-year plan?
- 13. How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
- 14. Can you please describe your experience with recent instructional technologies used both in the classroom and online? How, if at all, have these technologies helped you to achieve student success?
- 15. What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
- 16. How do you define good teaching?
- 17. Provide examples in which you have created opportunities for cross-functional learning engagement.
- 18. In what professional development activities have you been involved over the past few years?

19. Describe projects and initiatives, and provide examples, in which you been engaged in campus-wide collaborative efforts. What did you learn from that experience?
20. What is the next scholarly project you will undertake?
21. In your opinion, how should the workload of a faculty member be split and into what areas?
22. How will your agenda fit with/advance the agenda of the department/school?
23. What do you think are the most important attributes of a good instructor?
24. Assessment of student learning is one responsibility of a faculty member at BSC. How do you ensure that the student learning outcomes for your course(s) is (are) measurable, and what methods have you used or would you use to assess student learning in your classroom?
25. Assessment of student learning is a tool to improve student achievement. Provide an example of how you have used student learning assessment data to improve student learning in your classroom. Also, include an example of how your classroom teaching techniques have required modification to improve student learning.

## **TRAVEL EXPENSE REIMBURSEMENT PROCESS - INTERVIEWEES**

**Questions regarding the travel expense reimbursement process are to be directed to the Office of Financial Affairs by phone at 304-327-4048.**

In general, few positions have funds available to cover allowable travel costs. The Search Committee Chair must ask the Hiring Supervisor if such funds are available and discuss any details. When travel funds are available, Interviewees should be informed by the Search Committee Chair that BSC has a travel expense reimbursement process. As such, BSC does not directly pay expenses for interviewees at the time the travel expense is incurred. The interviewee is responsible for paying travel expenses, then filing for reimbursement of *allowable* expenses to BSC. Reimbursement may take approximately four to six weeks upon receipt of correctly completed documentation.

## **SEARCH-RELATED FORMS**

In general, BSC forms referenced in this *Guide* are available on the Office of Human Resources website at <https://www.bluefieldstate.edu/resources/human-resources>, unless otherwise indicated.

## SOURCE CREDITS

In addition to the many Bluefield State College faculty and staff who have contributed to the development of this *Guide* by offering their perspectives regarding the BSC search process, we respectfully acknowledge the following source credits:

Bluefield State College Policies,

<https://www.bluefieldstate.edu/resources/board-governors/policies>

West Virginia Higher Education Policy Commission Rules and Policies,

<http://www.wvhepc.com/resources/rules-and-policies/>

*The Recruitment Guide*, University of California-Davis, Office of Human Resources, 2013

*A Guide for Search Committees*, Emory University, Office of Human Resources, 2005

*Illegal or Inappropriate Interview Questions*, The Pennsylvania State University Libraries, Office of Human Resources, 2015